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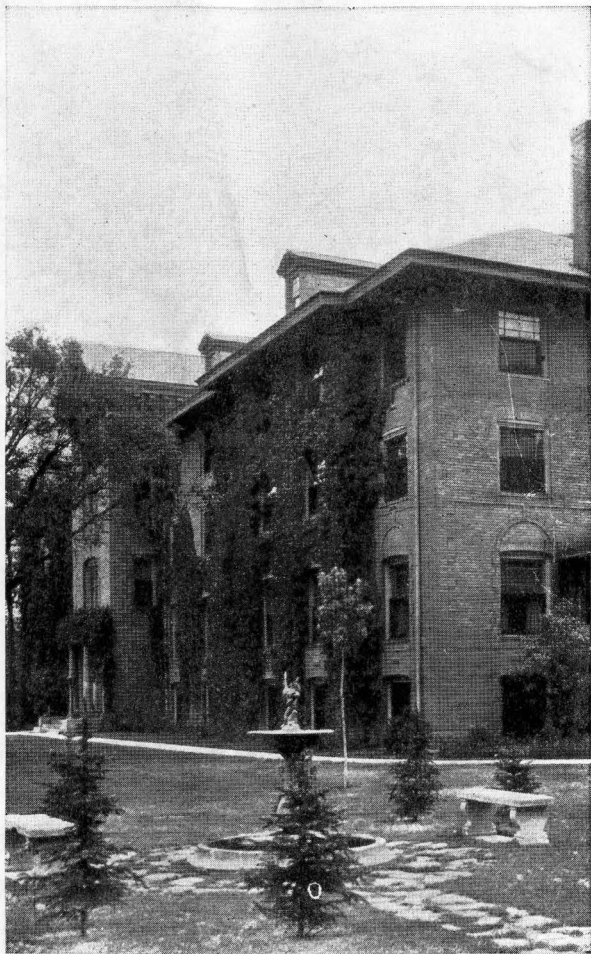
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State Teachers College

St. Cloud, Minnesota



Summer Session
June 13 to July 22, 1927

The Teacher's Creed

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, the efficiency of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, ability to do work with the hands as well as to think with the head, in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life, and out-of-door. I believe in laughter, in love, in faith, in all ideals and hopes that lure us on. I believe that every hour of every day we receive a just reward for all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.

EDWIN OSGOOD GROVER

SUMMER SESSION

STATE TEACHERS COLLEGE

ST. CLOUD, MINNESOTA

June 13 to July 22, 1927

In ever increasing numbers those who are engaged in teaching are spending a part of their summers in the extension of scholarship and in the acquisition of greater professional skill. Teachers attend the summer session at a teachers college to get renewed inspiration and new viewpoints in theory and practice and to acquire additional skill in classroom technique.

The large enrollment during the college year and the summer session at the St. Cloud State Teachers College is evidence of the value which teachers in service and prospective teachers place upon the training received in this institution. St. Cloud, a city of some 20,000, is well located to serve teachers. Two transcontinental lines, the Great Northern and the Northern Pacific, pass through the city. A line from Duluth to the south-western part of the state makes St. Cloud easily and quickly accessible to scores of cities and towns. Busses operating over splendid state highways also furnish convenient transportation facilities. Located within a radius of a few miles are several of the beautiful lakes of central Minnesota.

What Does St. Cloud Teachers College Offer?

The courses offered during the summer session are planned to meet the needs of four groups:

1. Undergraduate students who desire to reduce the time necessary for graduation by attending summer session. Credits earned during the summer session may be applied toward the diploma and the degree.
2. Those who wish to earn professional and academic credits for certificates or for the renewal of certificates. During the summer session special emphasis is placed upon certificate courses.
3. Graduates of the two-year curricula who wish to obtain additional credits to be applied toward a degree. A number of courses planned for this group will be offered during the summer session of 1927.
4. Those who wish to improve their general scholarship and skill, teachers and those who are preparing for supervisory positions will be especially interested.

Entrance Requirements

Good health, good character, and general fitness for teaching are among the prerequisites for admission to the college.

Admission to a two-year curriculum or the four-year curriculum is by certificate or by examination.

1. **BY CERTIFICATE.** Graduates of the following classes of schools may be admitted on the presentation of certificates of graduation, provided that at least eleven unit credits shall be in the usual academic subjects.
 - a. Minnesota state high schools.
 - b. Minnesota high-school departments maintaining full four-year courses approved by the State Department of Education.
 - c. Private schools accredited for admission by the University of Minnesota.
 - d. Schools, public or private, of another state which are accredited for admission by the State University of that state.
2. **BY EXAMINATION.** A person whose preparation is not included under the above may be admitted only by examination. Such examination, to be determined by the faculty, shall cover the subjects ordinarily included in a well balanced four-year high-school course, and shall be so standardized as to be uniform in the several colleges for the same subjects, provided that a passing mark in a State Board examination may be accepted in lieu of examination in any subject.

Applicants for admission must submit a statement of their credits, certified by the superintendent or principal of the high school from which they were graduated.

Advanced Standing

No advanced standings are credited from first-class certificates or for undergraduate work in high schools. Credits for college and university courses are accepted if they apply on the curriculum.

High-School Training Department Graduates

The St. Cloud State Teachers College will grant students who graduate from teacher-training departments of Minnesota high schools one year of credit provided:

1. That such students shall have graduated from a teacher-training department which is maintained strictly on a graduate basis.

2. That students shall have had one year of successful rural teaching experience after completing the post-graduate work in the teacher-training department.

(No advanced credits will be allowed to graduates of teacher-training departments in high schools who have not taught successfully for one school year following graduation from the training department).

3. That the students shall successfully complete the work of at least two consecutive quarters in the St. Cloud State Teachers College.

Graduates who are entitled to a year of credit are required to earn credit in the teachers college in the following: English composition, literature, principles of educa-

tion, psychology I and II, sociology, teaching, two of the following four: arithmetic, geography, grammar, history: reading and speech, penmanship.

General Credit Information

A student who has not been able to maintain an average of at least 80 in high school should not consider entering St. Cloud Teachers College.

Graduates of the two-year curricula are admitted to the four-year curriculum to earn credits which may be applied toward the degree.

Sub-collegiate work is not offered and opportunity is not given for students to earn credits which may be transferred and applied toward graduation from high school.

Credits earned during the summer session may be applied toward certificates, diplomas, and the degree.

Professional Requirements for Certificates. Each applicant for a first-class common school certificate must present, in addition to the required standings in the academic subjects, evidence of at least eighteen weeks of state teachers college work. This work must include six or more professional or method subjects. This work is the equivalent of 24 quarter-hour credits.

The student during the eighteen weeks of required professional study may choose the six credits (twenty-four quarter hours) from the work regularly presented in the curriculum of the teachers college, but preferably from the following list:

*Arithmetic	*Spelling ½
*Civics	Primary Grade Methods
*Composition	Intermediate Grade Methods
*Geography	Upper Grade Methods
*Grammar	Rural School Methods
*Hyg.-Sanitation	Rural School Management
*U. S. History	Library Methods
*Penmanship ½	Playground and Phys. Ed.
*Reading	Methods
	Industrial Arts

*In these subjects, required by law for common school certificates, the student may earn both professional and academic credit at the same time.

All of the subjects listed above are offered during the summer session.

The Renewal of a first-class certificate (except the first renewal of a high-school normal training certificate and the teachers college one-year certificate) requires the successful completion of two additional professional credits in a teachers college, or one summer's work, in addition to the presentation of four Reading Circle credits and evidence of two years of successful experience under the certificate.

The Annual State Examinations for certificates, both common and professional, will be held at St. Cloud on July 25, 26, and 27, 1927.

A special circular dealing with common school certificates will be sent, if requested.

Registration and Class Sessions

Students may register between 8:30 A. M. and 5 P. M. Monday, June 13th. Students cannot enroll for credits after Tuesday morning, June 14th, unless admitted by special prearrangement with the President. Class work will begin Tuesday morning, June 14. Sessions will be held five days each week. **CREDITS WILL NOT BE GIVEN FOR LESS THAN THE FULL SESSION OF SIX WEEKS.**

Expenses

There is no tuition charge to students who sign a declaration of intention to teach for two years in the public schools of Minnesota. Others pay tuition of five dollars for the summer session.

A fee of four dollars and fifty cents, known as the term fee, is paid by each student, and covers: (1) the use of textbooks required in class work, the use of the library, laboratories, gymnasium, and general equipment of the college: (2) admission to lectures, concerts, and other entertainments: (3) services of the college nurse.

THE TERM FEE MUST BE PAID BEFORE ONE IS ENROLLED IN ANY CLASS.

No refund of tuition or of term fee is made to a student who cancels registration after Wednesday, June 15.

PAYMENTS OF ALL COLLEGE ACCOUNTS SHOULD BE MADE IN CASH DURING THE SUMMER SESSION. CHECKS WILL BE ACCEPTED AT THE BUSINESS OFFICE OF THE COLLEGE FOR COLLECTION ONLY.

Board and Room

About two hundred fifty young women are accommodated at Lawrence Hall and at Shoemaker Hall at the rate of \$5.75 a week for board and room. These dormitories are well equipped and beautifully located and provide excellent accommodations. **BILLS FOR BOARD AND ROOM ARE PAYABLE FOR THE ENTIRE SUMMER SESSION BEFORE WEDNESDAY NOON OF THE FIRST WEEK.**

A money order for \$5 should be sent with each application for a dormitory reservation. Make money orders payable to Gertrude Cambell. This amount is refunded to the depositor if she is in attendance during the entire summer session. No refund is made to those who leave before the close of the session.

Room rent in private homes varies from \$10 to \$18 a month, two in a room, each paying half of this amount. Board costs from \$5 to \$5.50 a week in private homes.

A list of approved boarding and rooming places will be found at the offices of the Deans of the college. Students should not engage board and room at places not on the approved list. A faculty committee assists students to secure desirable boarding and rooming accommodations. Students should plan to arrive in St. Cloud during the day and should report immediately at the college.

THE COLLEGE AUTHORITIES DO NOT THINK IT BEST FOR PARENTS TO GIVE THEIR DAUGHTERS PERMISSION TO BOARD AT RESTAURANTS OR HOTELS.

Young Men. The St. Cloud Teachers College enrolls an unusually large number of young men. Comfortable, well-equipped and inexpensive rooms may be secured in private homes. The cost of furnished rooms for young men varies from six to nine dollars per month per student.

Courses Offered

A student may earn not more than two term units during the summer session in any teachers college of Minnesota. A "term unit" or quarter unit requires twelve weeks of study of a subject with single recitation periods daily or six weeks of study with double recitation periods, as in the summer session.

Each student is urged to select the subjects desired before enrolling, and to have alternate choices to suggest in case some classes are filled.

American Government. The purposes, organization, and fundamental principles of American government are emphasized. State and local governments are also studied and current problems of government are considered.

American History. In this course the student studies those forces and events which have been significant in the history of our country. The development of the United States as a world power is traced. Emphasis is placed upon the teaching of history in the grades.

Arithmetic. This course is differentiated. Those who expect to teach in primary or intermediate grades study the academic and professional aspects of the subject which will be of most value to them and those who expect to become departmental teachers study those parts of the subject that meet their needs. A special course is offered for those who wish to earn first-class certificates.

Biology I. In this course a general survey is made of the animal and plant kingdoms in such a manner that the student gets a comprehensive view. The teaching of nature study in the grades is also emphasized in this course.

Biology II. The purpose of this course is to acquaint the student with the fundamental laws and theories of life. The subjects of development, eugenics, embryology, and environment are emphasized. Students interested in sociology and psychology will find this course of special value.

Coaching Methods. This is a differentiated course in which emphasis is placed upon football, basket ball, field and track. The various athletic sports are taught from the view point of coaches and young men are prepared both in theory and in practice to assume charge of athletic activities in schools.

Composition. The purpose of this course is to enable

the student to use habitually clear and effective oral and written English. Emphasis is placed upon English standards and methods in elementary schools.

Composition. (Advanced). This is an advanced course for second and third year students who wish to specialize in this field.

Drawing. This course emphasizes the teaching of drawing in the grades. It includes a study of the relation of colors; free-hand drawing and coloring from nature and still life; perspective; applied design, stenciling, and interior decorating.

Drawing (Elective). Special emphasis is placed upon the correlations of art with other school subjects. Appreciation of art is emphasized.

Educational Trends and Practices. In this course the outstanding modern trends and practices in public education are emphasized. The course is for second and third year students.

Geography. The courses in geography are differentiated for teachers of primary, intermediate, and upper grades. Emphasis is placed upon the state course of study and the important facts and principles of geography are taught.

Grammar. This course is differentiated for teachers of the lower and upper grades. The purpose is to emphasize sentence mastery and the principles which underlie correct speech. The correction of children's speech errors receives special attention and emphasis is placed upon the study of language in the grades.

Health Education. This elective course is given by the College nurse and is very practical. The students are acquainted with the most recent theories and practices in this important field.

History—Recent American. This course deals primarily with the political and economic development of the United States since 1865. Special emphasis is placed on the period from 1900 to the present time. Current periodicals are extensively used. This course is of special value to teachers of the upper grades.

History—European 1815 to the present time. This course deals with the growth of democracy, nationalism, and imperialism during the 19th century. Attention is given to the efforts before and since the World War to secure world peace. Current periodicals are extensively used.

Hygiene and Sanitation. This course emphasizes the fundamental principles of physiology, hygiene and sanitation. Demonstrations are given to develop habits of right living and to aid the student to teach this important subject in the grades.

Industrial Arts I. The purpose of this course is to meet certain needs of rural, primary, and intermediate grade

teachers. Projects are worked out with sand tables, play houses, and dolls. Book binding, lettering, designing, drawing, and toy making are emphasized.

Industrial Arts Electives. During the summer session a number of courses which may be applied on the Industrial Arts curriculum are offered to students who wish to major in this field. The courses include wood work, mechanical drawing, and printing. Details in regard to these courses will be sent upon application to the head of the department of industrial arts.

Junior High School Mathematics. This course is offered for those who wish to teach in the upper grades or to specialize in the mathematics of the junior high school. Study is made of the mathematical content of courses in typical junior high schools and of the best methods of presentation.

Literary Types. This course includes the reading of essays, short stories, novels, and poetry. The purpose is to develop proper standards of appreciation of the best literary types.

Literature for Children. This course is differentiated for teachers of lower, intermediate, and upper grades. The purpose of the course is to familiarize the student with the best literature for children, and to teach proper discrimination in the selection of materials for presentation in the grades. Fables, fairy and folk stories, myths, legends, Bible stories, national hero tales, biography, history, travel, poetry, and fiction for children are emphasized.

Lower Primary Education. This is a special course for students who are preparing to teach in the kindergarten or in the first or second grades. A study is made of the characteristics of young children and special emphasis is placed upon play interests and the formation of proper habits. A brief survey is made of pre-school education and of the fundamental principles of kindergarten and primary practices. Opportunity is provided for supervised observation in the kindergarten of the training school.

Music. Courses in the teaching of public school music are offered for those who have had no previous training in this subject as well as for those who have had some training in music. The course includes sight reading, ear training, training in enunciation, tone placing and rhythm in connection with rote songs. Emphasis is also placed on the training and care of the child voice.

Music Electives. During the summer session certain elective courses in music will be offered for those who wish to specialize in this field. Details in regard to these courses may be obtained by applying to the head of the department of music.

Penmanship. Students in this course are instructed in the mechanics and pedagogy of muscular movement writing adapted to all school grades and in methods of supervision of penmanship adapted to city and rural schools.

An advanced course is also offered for those who wish to become supervisors of penmanship.

Physiography. In this elective course much emphasis is placed upon the laws which govern the formation of various types of physiographical form; a regional study of the United States, the reading of topographical maps, and a study of common rocks and minerals. A number of field trips are made during the session.

Playground Methods. This course includes the study of the play instinct; the nature and function of play; community social conditions; the playground movement and the practical conduct of playgrounds. Practice work including play and games and folk dancing is emphasized.

Principles of Education. Differentiated courses are offered in principles of Education I and Principles of Education II for students who expect to teach in lower, intermediate, or upper grades. In these courses the technique of teaching receives special emphasis. The student is acquainted with project teaching, problem solving, the socialized recitation, and lesson plans. The Minnesota course of study for the various grades receives special emphasis and the laws of learning as applied to the various school subjects are considered.

Psychology I. This is an introductory study of general psychology. Such topics as attention, habits, imagination, memory, thinking, acting and feeling, motives, and impulses are emphasized.

Psychology II. (Educational Psychology). In this course emphasis is placed on the study of individual differences, the psychology of learning, and original nature.

Many class experiments are conducted and numerous applications are made to problems which confront grade teachers.

Psychology III. (Tests and Measurements). The purpose of this course is to acquaint the student with the general field of tests and measurements and to develop a scientific interest and attitude toward the testing movement. Attention is centered upon intelligence tests and tests in the various subjects of the elementary school.

Psychology IV. The Psychology and Education of Exceptional Children. In this course the adjustments necessary to adapt the curriculum to the needs of the exceptional child are emphasized. Physical and mental characteristics are studied and diagnostic and remedial measures are emphasized.

Reading and Speech. This is a differentiated course for students who wish to teach in rural schools or in lower, intermediate, or upper grades. The reading problems of the various grades receive special emphasis and the students are acquainted with the more approved techniques for the teaching of reading in the grades.

Rural Methods and Administration. This course in-

cludes present day problems in the organizing and conducting of rural schools. The purpose of the course is to develop in the student the proper attitude toward rural life conditions and problems and to prepare him to organize and to teach a rural school.

School Management. In this course educational science as applied to the management of the school is emphasized. The following topics receive special emphasis: The course of study, school discipline, age, progress tables, the daily program, attendance records and reports, school marks. The school laws of Minnesota are also emphasized.

School Library Methods. The course is planned to train teachers to organize and conduct school libraries. It covers the types and choice of books for a school library; the organization of the library; and its use by children, teachers, and the community.

Sociology I. In the course the following topics are emphasized: the nature of man, group life, social change, conflict and cooperations between colors, nations, and classes, methods of conflict, population and the family, child welfare, the industrial revolution, methods of social control, and social progress.

Sociology II. (Educational Sociology). This course is given in three divisions: (1) Principles of Educational Sociology, (2) Social Problems and Education, and (3) Social Welfare through a reorganized curriculum.

Student Teaching. The Riverview School, the elementary training school of the College, will be in session during the summer session. A limited amount of student teaching can be provided. To be considered for student teaching, it will be necessary for students to apply by letter to J. E. Talbot, Director of the Training School, not later than May 15. Applications will be filed in the order in which they are received until the limit is reached and assignments in student teaching will be given to those who are most nearly ready for graduation.

Supervision of Instruction. This is a course for second and third year students who wish to specialize in the supervision of instruction. A thorough study is made of the techniques of supervision and the student is acquainted with the best literature in this field.

Courses of special interest to rural-school teachers and Supervisors.

Rural Supervision, Handwork for various grades,
Rural Methods, Playground Methods
School Library Methods, Story Telling and Children's Literature, Primary, Intermediate, and Advanced Principles, Special Courses in Arithmetic, Geography, Grammar, History, Reading and Speech.

Special Activities

Provisions have been made for special programs of unusual interest and value including lectures, musicals, hikes,

and other forms of entertainment. Lecturers of national reputation will give addresses during the session and special musical programs will be offered. There will be a number of social activities for the enjoyment of the students. The gymnasium, the tennis courts, the lakes, and the beautiful walks offer unusual opportunity for recreation. The industrial plants of the city may be visited.

The Field Secretary of the National Congress of Parents and Teachers will be at the college for a time during the summer session.

A representative from Camp Fire headquarters will give instruction in the organization and conduct of Clubs for Camp Fire Girls.

Some Reasons Why You Should Attend The Summer Session at St. Cloud

1. To secure additional training and thus be prepared to command a better position and a higher salary.
2. To prepare to teach in the rural or grade schools and thus render a real service and earn a good salary.
3. To become acquainted with the most recent and most approved theories and practices in education.
4. To earn credits which apply towards the two-year diploma and the degree.
5. To use a part of your summer vacation in a pleasant way that will yield returns.
6. To broaden your outlook and your experiences by association with hundreds of other capable young men and women.
7. Because the St. Cloud Teachers College has more than 5000 alumni and is one of the largest and best known teacher-training institutions of the Northwest.
8. Because the demand for the graduates is large.
9. Because an unusually strong faculty offers the courses during the summer session.
10. Because adequate emphasis is placed on recreation.

Additional information regarding the college is to be found in the general catalog which will be sent upon request. For further information address,

J. C. BROWN, President,
St. Cloud, Minnesota.